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ABSTRACT

Through a partnership between Detroit Diesel Remanufacturing West, a business, the Asian Association of Utah, a community-based organization, and the Utah State Office of Education, this workplace literacy project taught literacy skills to 35 adults with limited English proficiency. The workers spoke Vietnamese, Lao, and Cambodian. The project used student contracts, bilingual assistants, and instructional staff from the Asian Association of Utah. Students received straight-time pay during the classes, which were held at the worksite. Instructors met regularly with supervisors. The curriculum was directly related to job requirements and included such topics as safety, vacation policies, and company-wide memos. Pre- and post-assessment of English oral and literacy skills were done with the Basic English Skills Test (BEST). The project improved the productivity of the workforce by providing the target population with improved adult literacy and other basic skills services. It upgraded and updated basic skills of adult workers in accordance with changes in workplace requirements, technology, products and processes, and by improving the competency of adult workers in speaking, listening, reasoning, and problem solving. In addition, the workers came to a better understanding of many social and cultural aspects of the workplace environment, which resulted in improved job performance and decreased social isolation. Class materials and student progress forms are appended. (Contains 10 references.) (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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THE CLASSROOM GOES TO WORK

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TABLE OF CONTENTS

INTRODUCTION	1
PRE-ASSESSMENT OF NEEDS	2
INSTRUMENT FOR ENGLISH SKILLS ASSESSMENT	3
LEARNING THEORY	4
NEEDS IDENTIFIED	6
PROGRAM DESIGN	7
CURRICULUM USED	10
EVALUATION INSTRUMENTS AND METHODS	17
INSTRUCTORS' FINAL WORD	19
BIBLIOGRAPHY	20
APPENDIX A-H	21

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Workplace Literacy Project
A Partnership between Detroit Diesel Remanufacturing West and
The Asian Association of Utah
PART I. Project Design and Needs Assessment

INTRODUCTION

This project taught literacy skills needed in the workplace by adults with Limited English Proficiency through an educational partnership between Detroit Diesel, a business, Asian Association of Utah, a community based organization, and the Utah State Office of Education. The project improved the productivity of the workforce through improvement of workplace literacy by providing the target population with improved adult literacy and other basic skills services. The project upgraded and updated basic skills of adult workers in accordance with changes in workplace requirements, technology, products and processes, improving the competency of adult workers in speaking, listening, reasoning and problem solving. In addition, the target population came to a better understanding of many social and cultural aspects of the workplace environment resulting in improved job performance and decreased social isolation.

PREASSESSMENT OF NEEDS

Preassessment of needs is often interpreted to mean the assessment of the needs of the students but in this project the primary program designers determined that the preassessment should be expanded to include the needs of all parties concerned. This section of the report will examine the methods of determination of need and the conclusions drawn to meet the needs of the sponsoring industry, the funding source (State Office of Education) and the administering agency (AAU). In addition, the latter part of this section will outline the methods used in program design and adoption.

The apparent needs of DDRW were articulated in a phone call received at the agency. Thirty-five employees of Southeast Asian origin had Limited English Proficiency. A company wide production policy was being introduced and management felt that these employees' limited English presented a barrier to understanding and implementing the new policies. Management at DDRW had contacted various educational providers and had been referred to the Asian Association of Utah.

AAU Training and Employment staff who received the call began to gather literature on workplace literacy and obtained permission from the Agency Director to pursue the task. The ESL coordinator and classroom instructor were assigned to continue contact with DDRW and investigate the feasibility of conducting ESL classes on the worksite. The program developers decided that for the program to be successful, input from all concerned with the employees at the worksite would be solicited, i.e. management and supervisory personnel as well as the LEP workers. In line with this objective, meetings between all parties were planned.

Management and Supervisory personnel met with the staff of the AAU to discuss needs and ideas for program design. Bob Rath, Vice President of Detroit Diesel and chief operation Officer of the Salt Lake facility, Sharon Robinson, director of training, the DDRW comptroller and shop supervisors were at the planning meetings. At later meetings, the Utah State Office of Education was represented by Brent Gubler, Employment Specialist. The Workplace Literacy Program was developed in these meetings as a partnership between DDRW, AAU and SOE. In these meetings as well, AAU staff inferred that the primary need of DDRW was communicative. The LEP workers were uniformly perceived as good workers, reliable and dependable. While a few names of those workers who apparently served as translators and explainers to the LEP workers were mentioned, the supervisory personnel seemed to have developed a concept of these workers as more of a group than of individuals. In further evidence of DDRW management's desire to improve

communication and understanding, information about the Southeast Asian culture was requested. A significant statement by one of the supervisors was that the Southeast Asian workers were more likely to learn from demonstration of a task than by verbal explanation. This indicated to the instructors that students needed higher level listening skills.

At an initial meeting between the instructional staff and students, language representatives were selected by the students to represent them and to serve as a conduit for student input for the program. This process was facilitated by the use of bilingual assistants drawn from the Agency's staff. The languages represented were Vietamese, Lao and Cambodian. At this first meeting of the students, the proposed program was explained and discussed in their native language. In addition, contracts written with the native language translation were presented outlining the expectations and agreements being entered into by the students, the Agency and Detroit Diesel. Instructions to the Bilingual Assistants and the translated contracts are included in Appendix A. The instructional staff consulted with the bilingual assistants and one comment that was repeated and soon proved to be significant was that the students felt some degree of isolation within the company.

INSTRUMENT FOR ENGLISH SKILLS ASSESSMENT

It was determined that the instrument for pre-assessment as well as post-assessment of English oral and literacy skills would be the Basic English Skills Test (BEST). This determination was made on the following basis.

1. Staff was familiar with the instrument and it was available since it was in use in the AAU Limited English Proficiency program.

2. The BEST is a test of survival English rather than academic English, testing abilities to read signs and fill in forms rather than a focus on grammatical structure. It was felt that

this would be a more fair analysis of the students' capabilities since the participants had little formal English education but had been living in the Salt Lake Area for varying periods of time. In addition, it was determined that the job requirements for most participants did not require formal academic English skills.

3. The BEST could be used as a pre-test and a post-test to assist in the evaluation of the program.

4. The BEST has been correlated to the Student Performance Levels established by the Mainstream English Language Training Project (MELT) Guidelines.

5. The BEST can be used as a diagnostic tool, focusing on specific survival skill areas that may require attention.

The BEST was administered over the first two meetings of the class. The oral interviews were given individually and the Literacy portion was given to the group. Test results are listed in Appendix B. It was determined that two classes would be formed with those at reading and writing Student Performance level I, II and III assigned to a class known as Abe, and those who scored higher would be assigned to a class named George. The instructors decided that naming the classes would tend to mitigate any stigma that might be attached to referring to the classes in an ordinal manner.

LEARNING THEORY

The instructional staff were presented with a somewhat unusual opportunity and challenge in that they were involved with and primarily responsible for program and curriculum design. Certain assumptions and values that they brought to the project should be noted here. English as a Second Language as a discipline is a relatively new pedagogy, with the professional organization, Teachers of English To Speakers of Other Languages (TESOL) coming into existence in the 1960's. Both instructors share a basic assumption that communicative classrooms provide a better environment for second-language acquisition than classrooms

dominated by formal instruction. Both generally subscribe to what is known as the "natural approach". The instructors brought to this project a desire to implement in so far as possible, two concepts in curriculum design, learner-directed learning, and needs responsive planning.

Although many workplace training programs utilize a behavioristic paradigm emphasizing job-related knowledge and skills, effective learning takes into account deeper levels at which job skills are embedded. The social unit helps to shape the individual's response to stimuli in the workplace, i.e., the company or Employer and the immediate workgroup and in the case of LEP workers, fellow language speakers. "Thus, learning for organizational productivity cannot be separated from learning for personal growth." (Marsick, 1988, 187-198). Marsick questions the apparent reliance on behaviorism in theory-building for learning in the workplace. She argues that "behaviorism does not foster the reflective abilities needed to assist people <u>at all levels</u> to learn in the workplace, particularly in their <u>informal interactions</u>,...." (emphasis ours) (Marsick, 1988, 187-198). Habermas (1971) theorizes that task oriented learning is different from self learning or learning social norms.

Mezirow (1981, 1985) identifies the need to develop job skills and the fact that this need is "intertwined" with learning about the self and the organization. Mezirow discusses three types of learning: instrumental, dialogic and self reflective. AAU program developers speculated that based on research, on-site preassessment and interviews, these three domains of learning provided a focal point for program and curriculum design.

Instrumental learning, generally prescriptive, is when people learn how to do the job. This is usually task oriented and at DDRW had been addressed by supervisory personnel and co-workers using a demonstrative teaching strategy. Dialogic learning, usually taking place in an informal manner in the workplace, is when people learn about the culture of the organization. It is the domain in

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which acceptable strategies for interpreting procedures and policies are developed. Self Reflective learning leads to self change. "Its emphasis is critical reflection about oneself as a member of larger social units in order to ask fundamental questions about one's identity and the need for self-change. This change usually involves a transformation in 'meaning perspectives,' which are integrated psychological structures having dimensions of thought, will and feeling, and which represent the way a person looks at self and relationships." (Marsick, 1988, p. 191)

NEEDS IDENTIFIED

It was determined that even though the WPL classroom was an inappropriate forum for job specific instrumental learning, there were three primary needs and one concern that needed to be addressed for workers with Limited English proficiency.

1) Vocabulary-the participants in the program were often unable to communicate to the classroom instructors the precise nature of their jobs. Work and safety terms were often unknown and created a barrier to communication about the job and would, without doubt, impede understanding of changes in the workplace.

2) Communicative competence-Pronunciation problems and nonstandard grammatical structures made it difficult to understand many students even on subjects with known information and vocabulary. Also, workers were often unable to understand spoken English when delivered with the pronunciation and pace common to native English speakers in an informal situation.

3) Active Listening-Perhaps because of the above barriers, many participants had developed strategies inappropriate to instrumental learning in the workplace. It appeared that they acted upon expectations that demonstrations would be given and that listening was unneccesary. Instructors perceived that some students hid behind the language barrier to avoid making mistakes. As a result, many workers had placed themselves in

positions in which they could not grow vocationally and expect advancement, promotion or any more than standard pay increases. They were safe, but they were not changing.

4) Of major concern to the instructors/program designers was the issue of fossilization. Again noting that the target goup of learners had received only brief formal English as a Second Language instruction before finding full time employment, it was not surprising that students had developed a broken, ungrammatical, pidginized form of the language. Some recent literature suggests that fossilization may occur to students in this situation and that the prognosis for fluency is not good.

PROGRAM DESIGN

It was determined, through discussion with students and management at DDRW that classroom activity would be held twice weekly, on Monday and Wednesday afternoons, for two hours from 3:30 to 5:30. (The scheduled work day ended at 3:15, though many participants in the program regularly worked overtime, either by coming in early or staying late.) Supervisors agreed that they would schedule work in each shop so that students could attend. Program responsibilities were:

ASIAN ASSOCIATION OF UTAH

1. Provide classroom instruction to adult workers with Limited English Proficiency in En English literacy and oral/aural skills and workplace literacy.
   a. provide two classroom instructors with appropriate experience and training in E. S. L.
2. Provide student assessment and establish student Performance Level for instructional placement.
3. Measure students' mastery achievement of oral/aural and reading/writing comprehension.
4. Develop instruments of evaluation and measure students progress in workplace literacy.

5. Provide access to such other support services as may be appropriate, including mental health, AIDS Education and Drug and Alcohol Abuse Prevention Training.
6. Provide Bi-lingual support workers when needed to implement project objectives.
7. Maintain records of Student progress and attendance.
8. Provide the Utah State Office of Education, Adult Education Services Unit with financial and statistical reports.

DETROIT DIESEL REMANUFACTURING WEST

1. Recruit and enroll 35 Limited English Proficient workers to the program.
2. Provide Classroom facilities at the workplace with sufficient space, climate control, furnishings and restrooms.
3. Provide input into program design, curriculum development and program evaluation including company forms, procedures, policies and other materials relevant to workplace literacy.
4. provide incentives for the students to attend class by renumerating them at straight time pay.
5. Provide custodial and maintenance of classroom facilities.
6. Provide access to copy machine.
7. Provide funding for all expenses not covered by Section 353 grant.

WORKERS/STUDENTS

1. Provide input into program design, curriculum development and program evaluation through language group representatives.
2. Attend a minimum of 80%of classroom instructional activity.

STATE OFFICE OF EDUCATION

1. Provide input into program design, curriculum development and program evaluation.
2. Provide funding at set limit.

An integral ingredient in this project was that it was a partnership and involved all members of the partnership in planning, execution and evaluation. The commitment and support exhibited by Detroit Diesel Remanufacturing West, its management and supervisors remained constant throughout the program. The advice and consultation available from Brent Gubler, contact person on the Utah State Office of Education, and his assistance in designing the program and applying for Section 353 funding reflected Utah's commitment to offering education to all its citizens. The support staff at the Asian Association of Utah with their multilingual competency and expertise in program development fulfilled Executive Director Shu H. Cheng's goals of effective innovative service to the Asian Community. Above all, the students, most of whom worked up to ten hours a day took personal responsibility for their learning.

SUMMARY OF PART I

Curriculum design was left flexible in order to respond to the needs as they became apparent. Instructors determined that the program would be learner directed, when possible, and reflect the desires of the students as they became known. An integral part of the program was the regular meeting of classroom Instructors, DDRW management, student language representatives and workplace supervisors mentioned above. These meetings were designed to ensure that the different partners would be involved in the program design and were continued to facilitate instructional response to the needs perceived by the participants.

These monthly meetings were valuable for the input instructors received from supervisors. For example, it was noted that in many shops, gauges were marked with marker for safe areas but that some LEP employees could not read the gauges. The instructors responded

shops, gauges were marked with marker for safe areas but that some LEP employees could not read the gauges. The instructors responded by focusing the next two weeks on math skills with emphasis on measurements. Discussed in the next section is an instance of cultural orientation directed to the students but in many meetings, the native-born-American supervisors and managers asked about Asian culture. The student language-representatives and instructors shared in answering, and students' self esteem seemed greatly enhanced by the experience. In addition, a draft of a Handbook about Asian Culture for service providers (currently in process at AAU) was distributed throughout the company.

The instructors examined many ESL texts and reviewed company procedures and training material. In addition, they toured the shops where students worked, observing needs and duties. Unable to find one text or series that met the needs, instructors used many different sources and developed new material when warranted.

CURRICULUM USED

Dialogic learning

According to Widdowson (1974) for real learning to take place, it is required that students not just repeat what has been 'learned'. For understanding to take place, the student must have the ability to put the concept into his own words. With this in mind, the DDR-W classroom asked students to look at language models such as DDR safety policies or the forms used in worker evaluations, and then to explain in either written or spoken form, what the model means. One of the first lesson plans revolved around the Safety Signs and procedures that the employees seemed to be only marginally aware of. A reading about highway saftey and construction safety signs was read in class. Shapes and colors and their significance were explored. Students were then requested to make copies of all warning signs and list safety equipment in the shops where they worked. Students brought copies of safety reporting procedures and drawings and questions.

In one such instance, students re-wrote the company safety equipment policy, reducing it from about 100 words to less than 50. In order to do this, students first had to discern the meaning in the model, transfer the meaning to simpler terms, and make it grammatically correct and understandable. This process also required teamwork and compromise. (See Appendix C)

This lesson structure proved effective with safety methods, insurance and other employee benefit forms and procedures and company personel policies. A particularly interesting lesson concerned the yearly evaluation of personnel by supervisors. Detroit Diesel has clear and understandable expectations of all personnel that can be discerned from this evaluation form. However, the employees in the ESL classroom had not previously been able to understand either the language of the evaluation or how to improve negative evaluations. The dialogic strategy employed encouraged the students, according to their own understanding, to explain individual items and words used. They often gave experiential explanation and anecdotes. The receivers of such information had little of the hesitancy in questioning and challenging co-classmates that they may have had of the instructor.

Vacation policies, toxic waste disposal policies, Health Maintenance Organization (HMO) procedures and company wide memos provided the basis for many lessons designed to take advantage of the dialogic learning model. One important criterion for this structure is that the affective filter must be lowered enough to overcome the self-consiousness of the students. Classroom Instructors constantly worked at challenging the formalistic expectations that many Asians bring to the classroom. Both instructors were called by first name. When discussions digressed from planned lessons, the digression was often encouraged. Verbal correction was highly selective, made only when the instructors were convinced that such correction would not inhibit the natural flow of conversation.

After one meeting of the student representatives, supervisors

and management, two supervisors spoke quietly with the instructors. A participant in the class, while in the workplace engaged in a sanitary practice that deeply offended the native-born American co-workers. The student had a "peasant/farmer" background where the culture had allowed public expectoration and noses were commonly blown without benefit of handkerchiefs. Co-workers felt that a shared sink was inappropriate for this practice and resentment had been building. Instructors developed a set of stories (Appendix D) that the students discussed. Included in the stories was one similar enough to the incident mentioned as to provide cultural orientation while avoiding any kind of blame. In the discussion, it became evident that there were a number of cultural issues that students were concerned about but had previously hesitated to discuss with native-born Americans. Here, the dialogic learning both contributed to and benefitted from the instructors' belief that learner directed curriculum would be a cornerstone of the program. The Culture Puzzle, Cross cultural Communication For English as a Second Language (Levine, Baxter & Mcnulty, 1986) proved to be a valuable text and resource in developing lesson plans wanted by the students.

Nonstop Discussion Workbook (Rook, Newbury House) also provided topics of discussion for classroom activities. The topics suggested in this book stimulated students to become so personally involved in group interchange and give and take that they forgot that they were using a foreign language to communicate. This type of real communicative exercise helped students, we believe, to become more than a member of an ethnic group. They began to identify with who they were as individuals. This was a step in becoming students all the time in the sense that they could use whatever circumstance they were in to learn and communicate. They come to realize that they should not be as reserved in expressing ideas and asking questions as they had been. Additional lesson plans for dialogic learning included use of role-play and additional cultural lessons on holidays and American life.

American Cultural Encounters (Ford and Silverman) was another source utilized.

Instrumental learning

It was mentioned above the the classroom environment is generally inappropriate for job specific instrumental learning. To expand this, it can be pointed out that there are times that information about job specific skills can be given in a class but that hands on practice is essential for real learning to take place. However there are English skills that are regularly taught in the classroom and must have hands-on practice to be learned. In this regard the instructors emphasized to students the belief that to learn to read, one must read, to learn to speak English, one must speak English, to learn to write, one must write, to learn to understand English, one must listen to English.

To teach specific skills (pronunciation, vocabulary, reading, math) the classroom instructors used English Grammar through Guided Writing: Verbs, (McClelland & Hale, 1976) which provided reading and writing practice using simple vocabulary. Students were able to practice reading, writing and pronunciation, while building vocabulary and pride of accomplishment. Other reading and vocabulary-building was adapted from Practicing Occupational Reading Skills (Taylor & Stewart, 1982). These booklets focused on various language skills: reading for details, reading for main ideas, building vocabulary. Math skills (fractions, gauge reading, production schedules) were introduced using a wide variety of texts which were adapted when neccesary. However, the texts most useful were those near at hand in the workplace. Safety equipment brochures and industrial catalogues were available in every area of the workplace. Very often, when presented with the "texts" students became the teachers, explaining in detail the uses of such equipment to the teachers who were essentially ignorant in this area. Homework, asking questions about pages from catalogues were easy to develop.

Two issues influenced the lesson plan design when using these

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and other texts to develop what can be called the academic English skills. First, the students shared in greater or lesser degree an Asian-cultural respect for the classroom and had some culturally influenced expectations. As mentioned earlier, the instructors felt it neccesary to counter those expectations in order to lower the affective filter. However, the expressed desire of the student must, of course, in a learner-directed classroom, dictate a response. Reading aloud, for example was expected by the students but the instructors felt that reading aloud does not teach reading. Reading aloud does though, permitted pronunciation correction without raising the affective filter. In this way, certain pronunciation drills on sounds unfamiliar in Asian Languages were introduced. Similarly, the instructors, committed to a communicative approach did not have a high regard for the formal teaching of grammar, however, by introducing the vocabulary commonly used by identification of parts of speech, the expectations of the students were met and it was felt that their self-esteem was enhanced.

The second factor influencing the presentation of these instrumental skills, reading and writing, was that reading is not only bottom up but top down. That is, effective readers have some prior knowledge of reading material and also undergo a post-analysis. Because material for this class came from an eclectic array of sources, liberal use of the copy machine allowed students to take most material home for study. The next class period usually included a rereading and review of material. Those with the lowest level of reading according to the pretest were therefore able to work themselves into an equal position in the discussions with classmates. In most cases readings were selected with relevance to the workplace in mind. Material used later in the class drew largely from newspapers and magazines about workplace issues and about Asian current events.

SELF REFLECTIVE LEARNING

It has been said that education makes people happier than they would be if they had not had it. The student/workers at DDRW had expressed some understandable feelings of isolation in the interviews with Bi-lingual AAU workers during the program design and needs assessment phase of the project. These participants had arrived in the United States as refugees from a war torn area from 3-7 years before the beginning of the class. All had obtained full time employment within one year of their arrival. They resided in diverse sections of a metropolitan area without a large neighborhood of native culture sharing speakers of their native language. Most had had incomplete education in their native lands.

The instructors believed it was important to connect students with the communities in which they lived and worked but did not always feel a part of. As mentioned earlier, the learning theory underlying curriculum development for this project recognises that learning about the self is intertwined with learning about the organization. Clearly the larger communities needed to be identified and explored.

The mission of the Asian Association is to serve the needs of the Asian Community. To further this goal, bilingual programs have been established. As mentioned in the Program Design, AIDs education, Drug and Alcohol Prevention and Parenting Workshops were presented to the students. Although most learning in the classroom was conducted in English only, these workshops were presented to each language group in their native language by AAU outreach workers. In addition, publications developed at the Association, whether in Vietnamese, Cambodian, Lao or English were distributed throughout the year. One such publication was the AAU Newsletter which reported many events and happenings within the Asian Community.

Again, classroom materials were often drawn from materials near at hand. As the reading levels improved, newspaper articles about current affairs involving South-east Asia or Asians in

America were brought and discussed. Here again, the students had an opportunity to become their own teachers and to teach the instructional staff. Two chapters from America's Story, Book II were particulary interesting to the students: "Immigrants come to America" about the turn of the century period in America, and "The War in Viet Nam".

Mentioned earlier in this paper was a lesson plan based on the evaluation form used by DDRW to rate each employee on a regular basis. This form served many purposes including being the basis for some role play as supervisors and supervised. As students' communicative competence increased, role play and imaginative creation such as that in Non-Stop Discussion became an often requested activity.

For many of the students, access to community resources had been limited due to lack of knowledge about them and some hesitancy in participating in first time experiences. To encourage such access, schedules, brochures and pamphlets were obtained from the school districts, Parks and Recreation Departments, the Tourist bureau and other sources. Regular discussion about what the students had done on the weekends had the dual objective of promoting communicative competence and sharing information about local resources.

The Public Library was contacted and provided an orientation to the library services which include many native language newspapers, books and magazines. Most students obtained their first library card when the class was held there. As the end of the contract year approached, many students determined that their student days were just beginning. Several registered for ESL and computer classes at neighborhood Community Education Centers.

One final lesson plan demonstrated to the instructor that some self change had taken place when at the end of the year, we decided to have a ceremony and award ourselves Certificates of Achievement. The lesson plan was for the students to take charge of everything. They did. The planning, the food and the speeches were presented

to a large number of fellow employees, supervisors and management. The instructors feel that connecting students with the world around them helped towards the goal of individual growth, increased feelings of identity with a larger community and a sense of greater self-worth. There is a copy of the certificate issued in appendix G.

SUMMARY OF CURRICULUM

Curriculum development was ongoing and flexible. It was student-directed with input from supervisors and management, and modification by instructors. Student needs were met, while secondary agendas were also served. A variety of curriculum materials was used, including cultural, job-related, conversation stimulating, reading, and vocabulary building. Students were especially encouraged to develop listening skills by the use of a natural approach in the classroom.

The Instructors, on reflection, feel that the identification of objectives and articulation of learning theory provided sufficient lattitude in the selection of materials that an interesting and relevant if eclectic mix was found. However such identification and articulation provided sufficient focus that discrimination in Workplace and ESL materials was facilitated. The representations throughout the appendix may provide ideas for teachers and program designers that might be found in any site.

EVALUATION INSTRUMENTS AND METHODS

It was decided at the beginning of program development to use several evaluation methods from various sources: an objective test (the BEST test); student and supervisor feedback; and teacher observation. Evaluation was an ongoing so it could be utilized in curriculum development and lesson focus.

The BEST test was initially administered as a tool to determine class assignment and to gather input as to curriculum areas in which instructors could initiate lessons, e.g., reading

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and understanding safety signs. The test was readministered three times throughout the duration of the program to measure student progress quantifiably. As evidenced by scores in the Appendix, a total of thirty (30) students were given at least 1 Literacy portion of the Basic English Skills Test. Ten of thirty (10/30) took only the first test with no post test (33%). Nine of the thirty (9/30) showed no improvement (30%). Of these, 6 reflect only the second test for less than 36 hours of classroom attendance, 2 scored in the unimprovable seventh level, and only one attended throughout the year. Of the remaining eleven (11) students tested, five (5) improved one level, five (5) improved two levels and one improved three (3) levels.

These results reflect the overall progress of the program. The program was designed for 35 employees, 30 of whom attended the orientation and first class. 10 of the students did not find the class useful enough to continue beyond the first few meetings. Progress was made by those who attended into the second month of the program but of course, insufficient improvement to advance to a new Student Performance Level. Of the eleven students who had regular attendance (80%) throughout the program, only one, marked as Suon in the Appendix, did not advance to a new level but the progress is nevertheless, impressive.

Appendix E presents an agenda for one of the monthly meetings that provided the most valuable feedback and evaluation of the program. These meetings earlier in this paper proved to be of immense value to the program. Also in Appendix E is a copy of memo that shows DDRW's commitment to the project. In the meetings, the instructors and student representatives could hear that the supervisors believed in the value of the program and could see a noticible difference in attitude and communicative abilities on the shop floor. It was learned in these meetings that productivity had increased and profit was up. Certainly, the ESL project was not responsible for all the increase, but the ESL students were clearly becoming more able and willing to participate

in the company wide training programs.

Student feedback was solicited in class monthly with students completing a progress form which asked students which materials had been particularly difficult in the previous month; which lessons had been most helpful; and what students felt they needed and wanted to study next. A copy of this student progress report completes our appendix, appendix H. The instructors evaluated the forms each month responding to comments and ratings of satisfaction.

Finally, to the concern of fossilization mentioned earlier in the needs assessment portion of this paper. The instructors are deeply disapointed with many co-professionals acceptance of the inviolability of this theory. The Oral test results showed that the students who would, according to the theory of fossilization least benefit from communicative instruction, actually benefitted greatly. Clearly, additional research is needed but the instructors reccomend that program designers and instructors consider that the issue is not settled.

INSTRUCTORS' FINAL WORD

We were excited to be involved in this type of partnership project. We again emphasize the partnership aspect because we are afraid that without that, the project could not have yeilded such fine results. As a three way partnership, it was win, win, win. The State of Utah and the United States win better informed citizens, more literate and involved. The workplace wins better trained and therefore more productive employees, The Community Based Organization wins the satisfaction of fulfilling their mission.

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APPENDIX A — Instructions to Bilingual workers to conduct orientation to ESL classes for workers

Thurs. - 3:30 p.m. Aug. 16

DETROIT DIESEL
WORKER ORIENTATION

Introduce: yourself and explain what the Asian Association is and does.

Explain: that Detroit Diesel asked the AAU to organize and teach English as a Second Language classes at the worksite so that workers can understand things better at work, do a better job and have a better life in our community.

that students will learn how to understand things that give them difficulty on the job, and how to speak, listen, read and write English in other everyday situations.

that classes will be on Mondays and Wednesdays after work and that workers will be paid their straight time wage for attending two hours of classes each of those afternoons. Classes will be held for at least one year.

Request: that questions be asked.

that workers look at the contract requesting a commitment of 80% attendance. Pass out contracts to each worker and discuss them. Ask that they be returned ~~next~~ today (or as soon as possible)

that workers elect a representative from their language group so that when teachers and supervisors talk about things workers need and want to learn there will be a worker there to represent their views. They can do this next week in class.

Discuss: Anything about the program.

BEST COPY AVAILABLE

Vietnamese and English

Contract signed by participants

Asian Association of Utah

Phone # - 28 East 2100 South, #102 - Salt Lake City, Utah 84115 - Phone 486-8907

Tôi _____, làm việc tại Detroit Diesel
(Tên)
Remanufacturing - West. Địa chỉ là 2494 West 1100 South, Salt Lake City, Utah.

Tôi muốn học hỏi thêm anh văn về cách đối thoại viết văn và đọc anh ngữ. Nhằm mục đích nâng cao khả năng làm việc và hiểu biết đời sống trên nước hoa kỳ. Tôi sẽ bằng lòng ghi danh những lớp dậy Anh ngữ (2 tiếng đồng hồ) vào ngày thứ hai và thứ tư, sau giờ làm việc. Những lớp này sẽ dạy tại 2484 West 1100 South, Salt Lake City, Utah.

Tôi hiểu rằng tôi sẽ được trả tiền, bằng tiền lương tôi đi làm, nếu tôi đi học. Tôi cũng bằng lòng đi học, ít nhất 80% có mặt tại lớp.

Ký Tên _____

I, _____, work at Detroit Diesel Remanufacturing - West, located at 2494 West 1100 South, Salt Lake City, Utah.

I want to improve my English listening, speaking and reading/writing skills, so that I can do a better job and learn more about life in this country. I agree to take classes in workplace literacy and English as a Second Language on Monday and Wednesday after work for two hours. Classes will be at 2484 West 1100 South, Salt Lake City, Utah.

I understand that I will be paid my straight time wage for attending classes. I agree to come to class at least 80% of the time.

Signed (name)_____

Date_____

APPENDIX B—— Basic English Skills Test Results and Dates

Last name and ID # deleted , First name not neccesarily that of student

			FIRST NAME	SITHA	
TEST SITE	DDRW		DATE OF TEST		8/20/90
SPL	IV	SCORE 37		TEST	C
			FIRST NAME	SITHA	
TEST SITE	DDRW		DATE OF TEST		10/29/90
SPL	VI	SCORE 57		TEST	C
			FIRST NAME	SITHA	
TEST SITE	DDRW		DATE OF TEST		3/18/91
SPL	VI	SCORE 56		TEST	B
			FIRST NAME	SITHA	
TEST SITE	DDRW		DATE OF TEST		6/4/91
SPL	V	SCORE 52		TEST	C
			FIRST NAME	RATSAMEE	
TEST SITE	DDRW		DATE OF TEST		3/18/91
SPL	III	SCORE 27		TEST	B
			FIRST NAME	RATSAMEE	
TEST SITE	DDRW		DATE OF TEST		10/29/90
SPL	II	SCORE 17		TEST	B
			FIRST NAME	NEN VAN	
TEST SITE	DDRW		DATE OF TEST		8/20/90
SPL	V	SCORE 48		TEST	B
			FIRST NAME	NEN VAN	
TEST SITE	DDRW		DATE OF TEST		10/29/90
SPL	VI	SCORE 57		TEST	C
			FIRST NAME	DUNG DUC	
TEST SITE	DDRW		DATE OF TEST		8/20/90
SPL	V	SCORE 52		TEST	B
			FIRST NAME	UT	
TEST SITE	DDRW		DATE OF TEST		10/29/90
SPL	VII	SCORE 70		TEST	B
			FIRST NAME	UT VAN	
TEST SITE	DDRW		DATE OF TEST		8/20/90
SPL	VI	SCORE 56		TEST	C
			FIRST NAME	NHI	
TEST SITE	DDRW		DATE OF TEST		8/20/90
SPL	VI	SCORE 57		TEST	B
			FIRST NAME	NHI VAN	
TEST SITE	DDRW		DATE OF TEST		10/29/90
SPL	VI	SCORE 64		TEST	B

				FIRST NAME	YEN VAN
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	II	SCORE	37	TEST	C
				FIRST NAME	CON
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	II	SCORE	18	TEST	C
				FIRST NAME	SON
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	28	TEST	B
				FIRST NAME	SON
TEST SITE	DDRW			DATE OF TEST	10/29/90
SPL	VI	SCORE	58	TEST	C
				FIRST NAME	SON
TEST SITE	DDRW			DATE OF TEST	3/18/91
SPL	VI	SCORE	59	TEST	B
				FIRST NAME	SON
TEST SITE	DDRW			DATE OF TEST	6/4/91
SPL	VI	SCORE	64	TEST	C
				FIRST NAME	SUON
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	36	TEST	B
				FIRST NAME	SUON
TEST SITE	DDRW			DATE OF TEST	10/29/90
SPL	IV	SCORE	38	TEST	B
				FIRST NAME	SUON
TEST SITE	DDRW			DATE OF TEST	3/18/91
SPL	IV	SCORE	45	TEST	B
				FIRST NAME	SUON
TEST SITE	DDRW			DATE OF TEST	6/4/91
SPL	IV	SCORE	38	TEST	C
				FIRST NAME	BOUAPHANH
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	II	SCORE	13	TEST	B
				FIRST NAME	DINH V
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	III	SCORE	26	TEST	C
				FIRST NAME	DO DUC
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	36	TEST	B

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                                FIRST NAME  DO DUC
TEST SITE  DDRW                 DATE OF TEST        10/29/90
SPL   V       SCORE   48                TEST    C

                                FIRST NAME  DUC CHANH
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   44                TEST    B

                                FIRST NAME  HIEU
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   40                TEST    B

                                FIRST NAME  HIEU
TEST SITE  DDRW                 DATE OF TEST        10/28/90
SPL   IV      SCORE   45                TEST    B

                                FIRST NAME  KIM MY T.
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   V       SCORE   49                TEST    B

                                FIRST NAME  KIM MY THI
TEST SITE  DDRW                 DATE OF TEST        10/29/90
SPL   V       SCORE   49                TEST    C

                                FIRST NAME  LAM T.
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   V       SCORE   49                TEST    B

                                FIRST NAME  LAM T.
TEST SITE  DDRW                 DATE OF TEST        10/29/90
SPL   VI      SCORE   60                TEST    B

                                FIRST NAME  NGAN THI
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   39                TEST    C

                                FIRST NAME  NGAN THI
TEST SITE  DDRW                 DATE OF TEST        10/29/90
SPL   IV      SCORE   42                TEST    B

                                FIRST NAME  THANH
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   39                TEST    C

                                FIRST NAME  PHAN
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   41                TEST    C

                                FIRST NAME  QUANG
TEST SITE  DDRW                 DATE OF TEST        8/20/90
SPL   IV      SCORE   39                TEST    C
```

				FIRST NAME	QUANG
TEST SITE	DDRW			DATE OF TEST	10/29/90
SPL	IV	SCORE	43	TEST	C
				FIRST NAME	TAM
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	III	SCORE	34	TEST	B
				FIRST NAME	SENGVIRAT
TEST SITE	DDW			DATE OF TEST	8/20/90
SPL	VII	SCORE	75	TEST	B
				FIRST NAME	SENGVIRAT
TEST SITE	DDRW			DATE OF TEST	10/29/90
SPL	VII	SCORE	68	TEST	C
				FIRST NAME	SENGVIRAT
TEST SITE	DDRW			DATE OF TEST	3/18/91
SPL	VII	SCORE	68	TEST	C
				FIRST NAME	VONGPHRACAN
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	41	TEST	B
				FIRST NAME	VONGPHRACAN
TEST SITE	DDRW			DATE OF TEST	3/18/91
SPL	V	SCORE	51	TEST	B
				FIRST NAME	VONGPHRACAN
TEST SITE	DDRW			DATE OF TEST	6/4/91
SPL	VI	SCORE	55	TEST	C
				FIRST NAME	SEUTH
TEST SITE	DDRW			DATE OF TEST	3/18/91
SPL	V	SCORE	53	TEST	B
				FIRST NAME	SEUTH
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	42	TEST	C
				FIRST NAME	SEUTH
TEST SITE	DDRW			DATE OF TEST	10/29/90
SPL	V	SCORE	47	TEST	B
				FIRST NAME	SEUTH
TEST SITE	DDRW			DATE OF TEST	6/4/91
SPL	VI	SCORE	60	TEST	C
				FIRST NAME	LAM
TEST SITE	DDRW			DATE OF TEST	8/20/90
SPL	IV	SCORE	46	TEST	C

TEST SITE	DDRW			FIRST NAME	LAM	
SPL	VI	SCORE	58	DATE OF TEST		10/29/90
				TEST		C
TEST SITE	DDRW			FIRST NAME	LAM	
SPL	VI	SCORE	64	DATE OF TEST		6/4/91
				TEST		C
TEST SITE	DDRW			FIRST NAME	KHAMLA	
SPL	VII	SCORE	66	DATE OF TEST		8/20/90
				TEST		C
TEST SITE	DDRW			FIRST NAME	KHAMLA	
SPL	VII	SCORE	77	DATE OF TEST		10/29/90
				TEST		B
TEST SITE	DDRW			FIRST NAME	AM	
SPL	IV	SCORE	44	DATE OF TEST		8/20/90
				TEST		C
TEST SITE	DDRW			FIRST NAME	RON	
SPL	II	SCORE	9	DATE OF TEST		8/20/90
				TEST		C
TEST SITE	DDRW			FIRST NAME	RON	
SPL	II	SCORE	9	DATE OF TEST		10/29/90
				TEST		B
TEST SITE	DDRW			FIRST NAME	RON	
SPL	III	SCORE	26	DATE OF TEST		3/18/91
				TEST		B
TEST SITE	DDRW			FIRST NAME	RON	
SPL	III	SCORE	34	DATE OF TEST		6/4/91
				TEST		C
TEST SITE	DDRW			FIRST NAME	NGAN K	
SPL	IV	SCORE	44	DATE OF TEST		8/20/90
				TEST		B
TEST SITE	DDRW			FIRST NAME	NGAN K	
SPL	III	SCORE	32	DATE OF TEST		10/29/90
				TEST		B

Prepared By: mas	DETROIT DIESEL REMANUFACTURING WEST	Dept/Div: Corporate
Approvals:		Date Effective 22 Oct 88
		Revision -
Name: Personal Protective Equipment Policy		

The use of Personal Protective Equipment (safety glasses, hearing protectors, dust masks,...etc.) can reduce or eliminate the chance of an injury happening.

As it is our intention to create a safe work environment all employees must use Personal Protective Equipment (PPE) when instructed to do so by their supervisor.

It is management's responsibility to identify those tasks where the potential for injury can be reduced by the use of Personal Protective Equipment. It is also management's responsibility to require the use of Personal Protective Equipment in a fair and consistent manner.

ESL Teacher version

Personal Protective Equipment Policy

To help stop accidents and injuries from happening, safety glasses, hearing protectors, dust masks and other protective equipment should be used whenever supervisors ask workers to wear them.

it is the responsibility of management to identify jobs where using **safety equipment will help prevent injuries. Management is also responsible for being fair and using the same ~~equipment~~ rules for all ~~workers~~.** employees

Class version

To help keep accidents from happening, use safety equipment when required by the company.

It is important to identify jobs where using safety equipment will keep injuries from happening, and ~~to be~~ to be fair in using the same safety rules for all employees.

DETROIT DIESEL REMANUFACTURING-WEST

SAFETY POLICY

The Management of Detroit Diesel Remanufacturing-West realizes that Quality, Productivity, and Safety are inseparable elements of an efficient and profitable manufacturing operation.

Detroit Diesel Remanufacturing-West believes that all accidents can be prevented. By giving attention to Safety and Health when developing processes and designing tools, fixtures, and workstations, we will endeavor to prevent the creation of an unsafe condition. By educating the entire organization, we will reduce the probability of someone performing an unsafe act. By developing and enforcing safety rules, we will eliminate the unsafe environment.

A sincere commitment by the entire organization is required to eliminate accidents that result in injury or property damage. Management must be consistent in its behavior and attitude. Supervisors must enforce safety rules in a fair and uniform manner. Production and Engineering must work together to insure that Safety is designed into the job. All employees must take personal responsibility for performing their jobs in a Safe manner.

A company culture that encourages communications is necessary to detect and eliminate unsafe conditions. We will develop mechanisms that facilitates (sic) communication and adopt attitudes that bolster the free exchange of ideas.

DDR WEST

ESL Teacher Version SAFETY POLICY

At DDR we think that by working safely and hard to do our best job we can all help make a profitable and smooth working operation.

DDR-W believes that accidents can be prevented by paying attention to Health and Safety when we are working on new processes and designs for tools, fixtures and workstations. If everyone is careful and follows safety precautions, chances of an accident happening are less.

Everyone must make a real effort to prevent accidents and injuries. Management, Supervisors, Production and Engineering must all wrok together to make sure that Safety is designed into the job.

Please report any safety problems that you see so that they can be corrected.

APPENDIX D __ Cultural contrast situations- presented and Discussed

Consider this problem:

NID NOY is 16 years old, from Laos and attending High School in Salt Lake City. She is talking to her friend, Doris, after English Class.

NID; I hate that teacher. I can't learn English from her.

DORIS; Why? What's wrong with her? I think she likes you.

NID; She doesn't like me. She thinks that I am not as good as Americans. I won't listen in this class anymore.

DORIS; Well, I think she likes you and I like her.

NID; Today, I worked really hard, and when I was working she looked over my shoulder and looked at my paper, and then she patted my head. I felt like a dog.

DORIS; But she said that you were doing good work.

NID; I hate her.

Discuss these questions:

1. How does Nid Noy feel about the teacher?
   Why?

2. How do you think the teacher feels about Nid?
   Why?

3. Why does Nid think that the teacher feels she isn't as good as the other American students.

4. Does Doris understand how Nid feels?

5. Has something like this happened to you.

Nid's English teacher is talking to another teacher about Nid.

Miss G.: I don't know what is wrong with Nid. I know that she is very smart but she won't participate in class. I told the class that if they don't get involved in the discussion, they can't get a good grade.

Her friend: Maybe she is just shy and doesn't feel good about her English.

Miss G.: Maybe but I don't think so. I do everything I can to make her comfortable, I try to touch her a lot to show that I care. She used to talk a lot when we had discussion but now she doesn't.

Consider this problem:

Hoang and his wife are talking:

Hoang: I don't know what has happened at work. When I first started, everyone seemed so friendly, but now they won't talk to me.

Wife: Do you think it's because you are Asian?

Hoang: I don't know. At first everyone was very helpful, but now some of the women just look at me like they think I am dirty. I take a shower every day and some of them don't. You know last week, I had a cold and kept blowing my nose. One of the guys said something about using a handkercheif. Why would I want to use a piece of cloth to save something out of my body. That sounds dirty to me.

Wife: You don't blow your nose on the floor, do you?

Hoang: Of course not, There is a sink and I wash it down. It couldn't be that.

Wife: Maybe they just don't like Asians.

Discuss these questions:

1. Do you think Hoang's wife is right?

2. Why do you think that Hoang's co-workers are not talking to him?

3. Do you think that this kind of problem happens a lot? a little?

4. Are there American customs that bother you a lot? Are there customs or habits that you have that bother other people?

APPENDIX E

DDRW / AAU / SOE
SECTION 353 PROJECT
AGENDA

1. Lift Awards- U. S. Department of Labor requesting nominations for Employee Training Programs. ✓
2. June Vocational Conference- Utah State Office of Education has invited Bob Rath to participate. ✓
3. Report from Instructors- recent curriculum, number attending, SOE report. progress ✓
4. Report from Students- problems? desires? progress.
5. Report from Supervisors- problems? desires? progress. ✓
6. Report from AAU Staff- [illegible]
7. Report from DDRW Management-
8. End of Classes - June 27? Party, certificates of attendance

1 Bond-

2.

TO: Ruth Boyd
Dave Ashton
Mike Reeve
Bob Condit
Lucille Markus
Helen Forbush
Pat Abbott
Tom Spichtig
Mel Roper
Bob Rath
AAU

FROM: Sharon Robison

DATE: September 20, 1990

SUBJECT: Pay for attending AAU classes

Time spent on the job must be kept separate from time spent attending AAU classes. Supervisors with employees attending these classes will ONLY need to record time spent on the job NOT time spent in AAU classes. The AAU will record attendance for employees attending classes.

A separate check will be paid monthly in agreement with contracts signed by the employee.

Turn in hours every 2 weeks beginning Aug. 29

APPENDIX F

ADULT PREVENTION CURRICULUM - OUTLINE

a. Introduce Developmental Needs Impact Model which describes influences on youth and helps parents to conceptualize developmental stage of adolescent with its concurrent needs for attachment to the family **AND** to the peer group in the process of developing a personal identity and bonding to society. Message: "Parents and the community can (should) be in charge."

b. General information on commonly abused substances. and what to look for when a person is experimenting and when a person is using and when a person is abusing a chemical substance. And what to do.

c. Summary of content of youth workshops, including Decision-making, stress and coping skills, assertiveness, in the form of resistance skills, leadership and communication skills. Messages: "It's OK to say No." "I'm OK, you're OK." "I have responsibilities to myself, my family, and my community." "Freedom means responsibility, not anything goes."

d. Bi-cultural approach to learning to live in a new culture, especially when children seem to integrate more rapidly than adults in the family. How this helps to avoid parent/child role reversals when children learn survival skills, such as language, faster than adults.

e. The concept of Traumatic stress and related problems. Parents learn that they might need new coping skills or to work through some old problems and stresses - leads to support network concept.

f. The importance of support networks and help in getting into a network. Help participants develop an on-going support group for parents of adolescents. The integration of the Developmental Needs Model with the Bi-cultural approach and how stress and support networks fit into this model.

DETROIT DIESEL

REMANUFACTURING - WEST

MEMORANDUM

TO: DDR-W Employees

FROM: Bob Rath BR

DATE: October 18, 1990

SUBJECT: Holiday Schedule

Next month starts the Holiday Season. The scheduled holidays for November are Thursday and Friday, November 22nd, and 23rd, for Thanksgiving Day and the day after. That will give us a four day weekend. In December there are also two scheduled holidays. They are Monday and Tuesday December 24th, and 25th, which is Christmas Eve and Christmas Day. Monday, December 31, is not a holiday, but we will not open the shop on that day. On Saturday, December 29th, we will take our annual inventory. Not all of you will have to work. Your Supervisor will notify those who are required to work during the inventory on Saturday, December 29th. Those people will work this day in lieu of working Monday, December 31st. Those of you who do not work, December 31st, will have an unpaid day off. If you have vacation, you can use it for this day.

The 1991 Holiday Season will be as follows:

1. New Years Day, January 1, 1991.
2. Memorial Day, Monday, May 27, 1991.
3. Independence Day, Thursday, July 4, 1991.
4. Labor Day, Monday, September 2, 1991.
5. Thanksgiving Day, Thursday, November 28, 1991.
6. The day after Thanksgiving, Friday, November 29, 1991.

Since Christmas Eve and Christmas Day fall on a Tuesday and Wednesday in 1991, we will work Saturday, December 21st, in order to get Monday, December 23rd, off. This will provide a four day holiday period. The following week we will only take Wednesday, January 1st, 1992, off.

This should help you make your holiday plans. We appreciate your cooperation during this Holiday Season, and we will do everything we can to accommodate your individual needs.

F2
2494 Directors Row / Salt Lake City, Utah 84104 / (801) 972-2950
Mailing Address: P.O. Box 26334 / Salt Lake City, Utah 84126

Attention: New Employee

We are required to ask the following questions of any employee hired after August 1, 1987.

1. Do you have child support obligations that are required by a court order to be withheld from your income?_____

2. Please state the terms of the court order regarding payments, including the amounts to be withheld and the frequency of the withholding _____

_____

_____

_____

_____

Employees should be aware Detroit Diesel Remanufacturing - West will not discharge or refuse to hire or otherwise discipline an employee as a result of a wage or salary withholding authorized by law.

Information disclosed by this form shall not be divulged except to the extend necessary for the administration of the child support enformement program of when otherwise authorized by law.

Employee Signature _____Date_____

Parent Fair

Salt Lake City School District

You are invited to a Parent Fair

May 18, 1991
11:00 a.m. to 3:00 p.m.

Salt Lake Community High School
180 North 200 West
Cafeteria

Workshop Schedule

11:00 a.m. - Reading Awareness. . .Lori Briggs
Noon - Self Esteem Center. . .Shirley Backels
1:00 p.m. - Homemade Toys. . .Sue Thorup

FOR PARENTS:

- **Immunization Information**
- **Helping your child to read**
- **Homemade toys**
- **Housing Information**
- **Summer Activities**
- **Much, Much, More ! ! !**

FOR CHILDREN:

- **Safety--Magic--Show**
- **Face painting**
- **Activity corner**
- **Much, Much, More ! ! !**

DELTA SERVICE PLANS INSURANCE COMPANY

DISTRIBUTORS REMANUFACTURING CENTER

PROPOSED DENTAL INSURANCE BENEFITS

DIAGNOSTIC & PREVENTIVE	BASIC SERVICES	CROWNS & CAST RESTORATIONS	PROSTHODONTICS
* PAID AT 100%	* PAID AT 80%	* PAID AT 50%	* PAID AT 50%
Oral Exam	Oral Surgery	Crowns & Cast Restorations will be provided when teeth cannot be restored by the Basic Restorative procedures and will be replaced only after at least five years have elapsed following any prior provision under any dental program provided by this employer.	Fixed Bridges
X-Ray	General Anesthesis		Partial or Complete Dentures
Teeth Cleaning	Endodontics (Root Canal)		
Fluoride Application	Periodontics		
Space Maintainers	Restorative: amalgam, synthetic porcelain and plastic restorations for treatment of carious lesions		

$25 DEDUCTIBLE PER PATIENT PER CALENDAR YEAR
(Deductible does not apply to Diagnostic & Preventive Services.)

$1000 MAXIMUM PER PATIENT PER CALENDAR YEAR

EMPLOYER PAYS 100% OF EMPLOYEE COST
(Dependent premiums are payed through payroll deduction.)

EMPLOYEE AND DEPENDENT COVERAGE
(Dependent coverage to age 19, or 25 if full-time student)

This is not a contract and has only been provided as a summary of benefits.
Should you have any questions, or if we may be of service, please contact:

Sheila Ransdell or Rochelle Halling

575-5168 or 1-800-662-3698

DETROIT DIESEL REMANUFACTURING WEST

CERTIFICATE OF COMPLETION

Awarded to

EXCELLENT PROGRESS AND ATTENDANCE

ENGLISH AS A SECOND LANGUAGE CLASS

ASIAN ASSOCIATION OF UTAH

Instructor

JUNE 27, 1991

Program Coordinator

APPENDIX G

APPENDIX H

Student Progress Sheet

STUDENT: _____ DATE: _____

TO THE STUDENT: Circle the number that represents your progress.

1.	The way I feel about my school work:	happy	1	2	3	4	5	not happy
2.	My grammar is:	improving	1	2	3	4	5	not improving
3.	My writing is:	improving	1	2	3	4	5	not improving
4.	My speaking is:	improving	1	2	3	4	5	not improving
5.	My reading ability is:	improving	1	2	3	4	5	not improving

FILL IN THE MISSING BLANK SPACES IN #6 AND #7

6. The thing that was hardest for me this week was _____

_____

7. One important thing I learned was _____

_____

MARK "X" FOR ITEMS THAT ARE "LIKE YOU" OR "NOT LIKE YOU."

	LIKE ME	NOT LIKE ME
8. I have enough time and space to do work at home.	_____	_____
9. I am very interested in the work of the past week.	_____	_____
10. The work is just the right difficulty for me.	_____	_____
11. I would like to do my work over again.	_____	_____
12. I would like to do more of this same kind of work.	_____	_____

*Adapted from Figure 2 in Bassano, S., & Christison, M.A. (1988). Cooperative learning in the classroom. TESOL Newsletter, 22(2), 9.

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